

Designing a School-based
Junior Secondary English Writing Programme
with reference to the
Learning Progression Framework

English Language Education Section

Curriculum Development Institute

Education Bureau

8 & 11 March 2016

Objectives of the Workshop

- To introduce the Learning Progression Framework (LPF) as a reference tool for designing a school-based writing programme to facilitate **progressive development of writing skills** at the junior secondary level
- To provide hands-on activities to examine students' work and introduce effective strategies to **give quality feedback and promote assessment for/as learning**
- To provide suggestions on fine-tuning the existing writing programme by improving the design of the writing activities to **encourage imagination and foster creative thinking**

Time	Run down
Part 1 2:00 – 2:30	Activities 1-3 To introduce the Learning Progression Framework (LPF) as a reference tool for designing a school-based writing programme
Part 2 2:30 – 3:15	Activities 4-5 To explore how a school-based writing programme can be developed to facilitate progressive development of writing skills at the junior secondary level
3:15 – 3:30	Break
Part 3 3:30-4:00	Activities 6 To provide hands-on activities to examine students’ work and introduce effective strategies to give quality feedback and promote assessment for/as learning
Part 4 4:00 – 4:50	Activity 7 To provide suggestions on fine-tuning the existing writing programme by improving the design of the writing tasks to encourage imagination and foster creative thinking
4:50 – 5:00	Q & A and Evaluation

Activity 1

Share your views:

1. Decide if you agree or disagree with the following three statements.
2. Explain why you agree or disagree with them.

How do you help your students write better?

Agree or Disagree?

Students can write well if they are provided with abundant vocabulary on the topic.



Some research findings

- “Positive correlation between **vocabulary mastery** (X_2) and writing ability (Y), ($r_{x_2y} = 0.596$) is observed.”
 - Research conducted in Mojolaban in 2007/2008 s.y.
- “There is a significant correlation between **vocabulary mastery** and writing achievement.”
 - Research conducted in Banjarmasin in 2012/2013 s.y.

Vocabulary Mastery and Language Skills

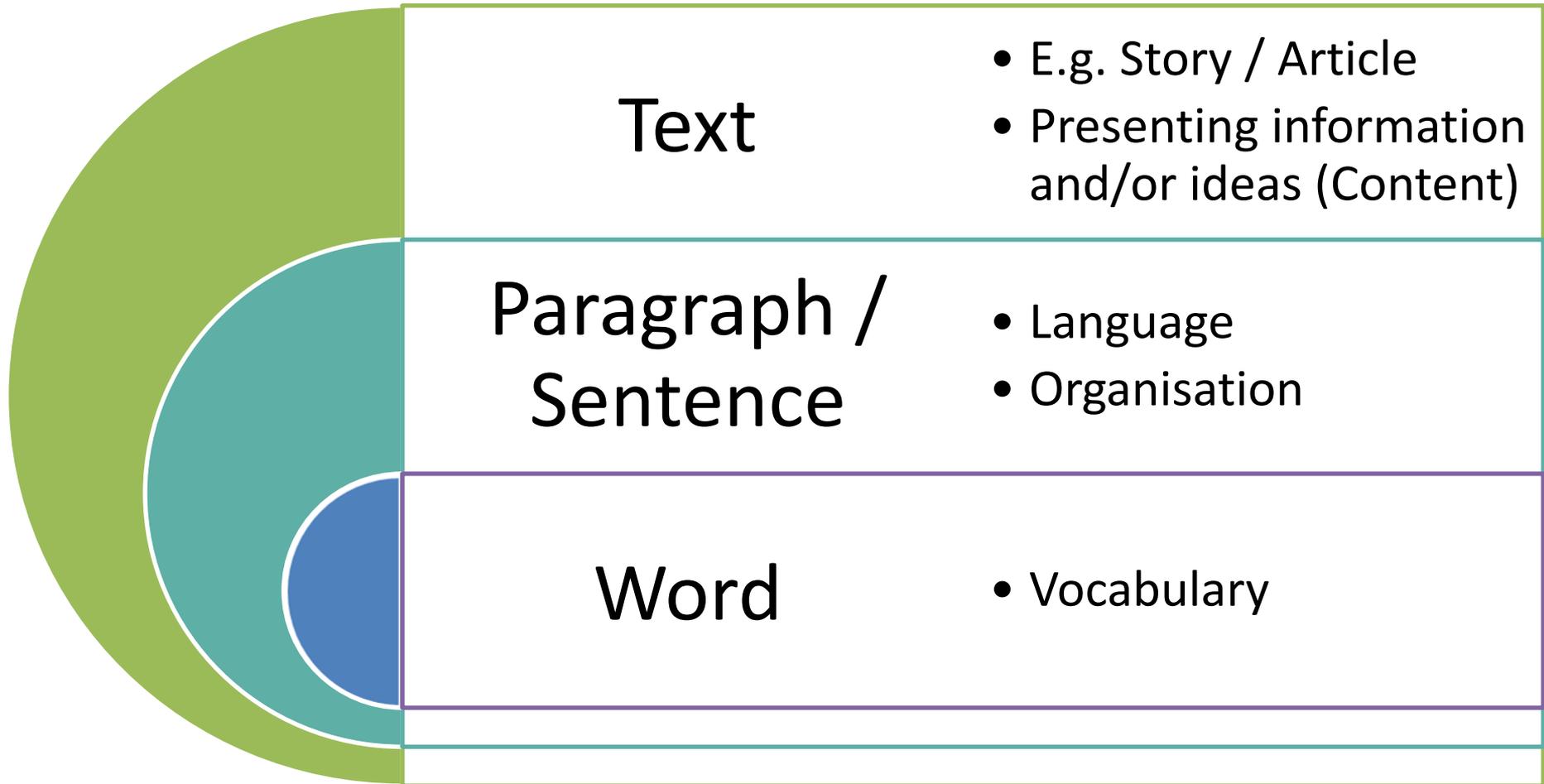
	Passive vocabulary	Active vocabulary
Learning Tasks	<ul style="list-style-type: none">• Reading• Listening	<ul style="list-style-type: none">• Speaking• Writing
Functions	<ul style="list-style-type: none">• as input	<ul style="list-style-type: none">• as output
Skills involved	<ul style="list-style-type: none">• Understanding meaning of words in context	<ul style="list-style-type: none">• Recalling words and using them appropriately in context

How do you help your students write better?

Agree or Disagree?

In the development of students' writing skills, grammar and accuracy come first.

Writing a Text



How do you help your students write better?

Agree or Disagree?

**Detailed marking is better than
focused marking.**



Some research findings

- ✓ Responding to recurrent patterns of errors in a focused manner, especially rule-governed items (e.g. verb tense and form, articles, subject-verb agreement), is more beneficial than responding to all errors in an unfocused manner (Ferris, 2002).
- ✓ Bitchener (2008, p. 108) suggests that writing teachers should respond to ‘one or only a few error categories’ at a time.
- ✓ Focused error correction is more manageable (Evans et al., 2010) for teachers and students.

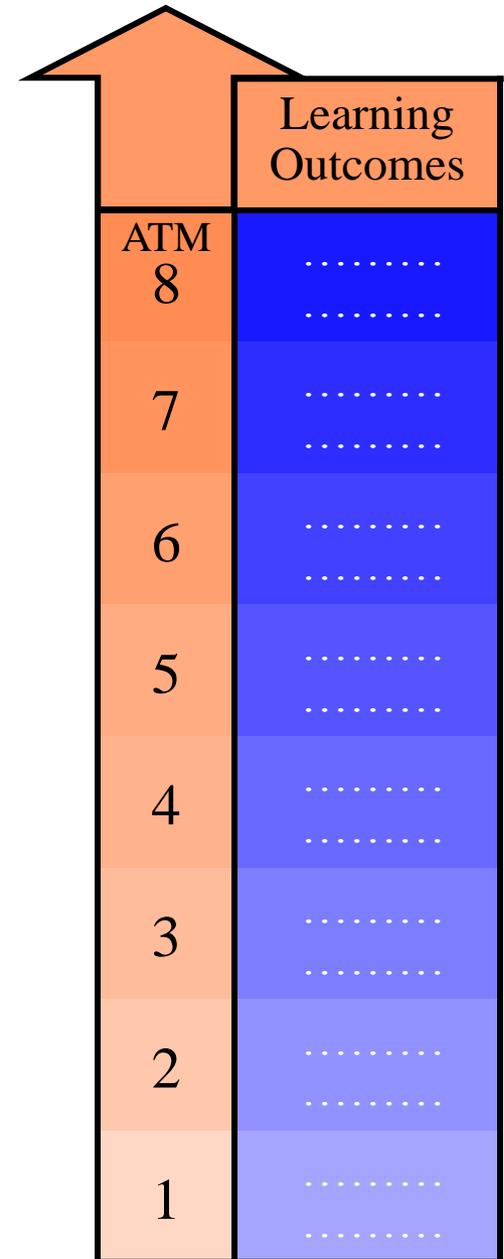
Part 1

To **introduce the Learning Progression Framework (LPF)** as a reference tool for designing a school-based writing programme to facilitate progressive development of writing skills at the junior secondary level

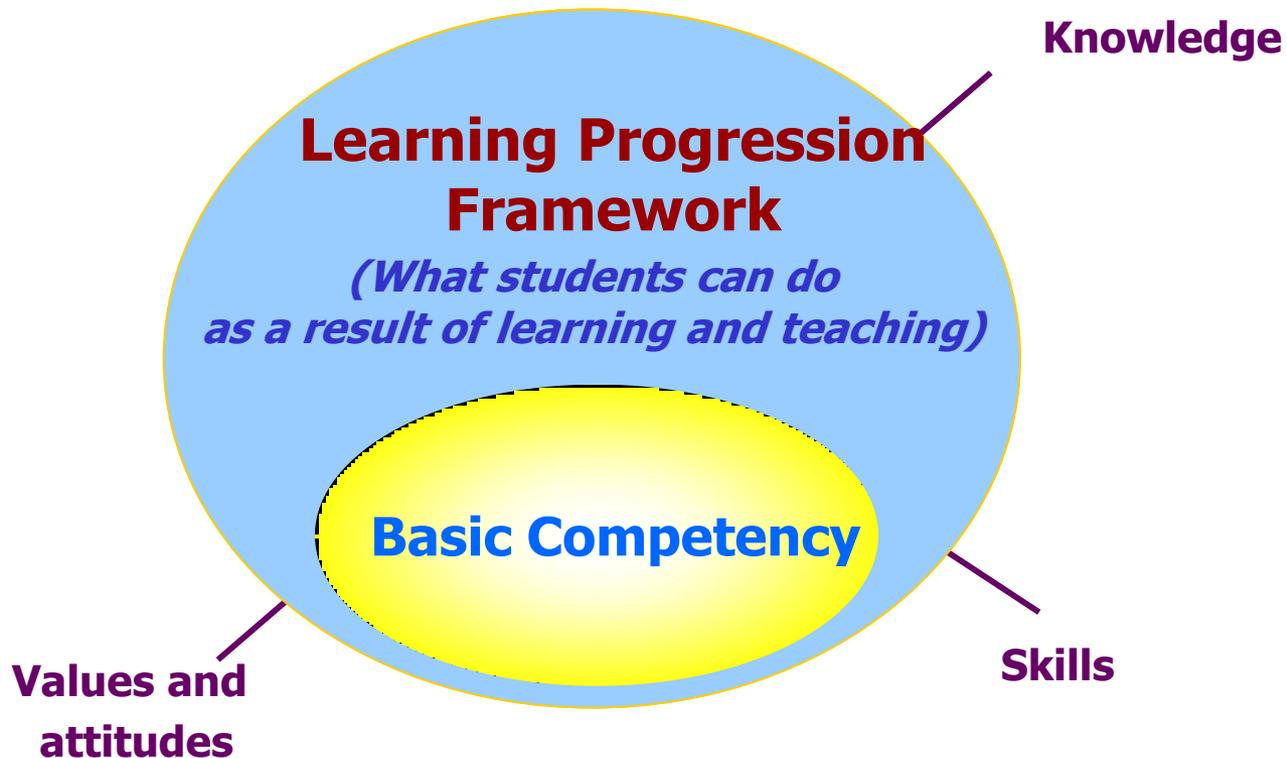
What is the Learning Progression Framework (LPF) for English Language?

The LPF:

- represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Objectives of the English Language curriculum;
- is made up of Learning Outcomes organised under the four language skills and divided into eight levels of attainment, i.e. Attainment Milestones (ATMs);
- helps teachers better understand and articulate learners' performance; and
- helps teachers plan strategically how to enhance English Language learning and teaching.



Relationship between the Curriculum Framework, LPF and BC



Curriculum Framework, Learning, Teaching and Assessment, and Learning Progression Framework (LPF)

Goals

Process

Attainment

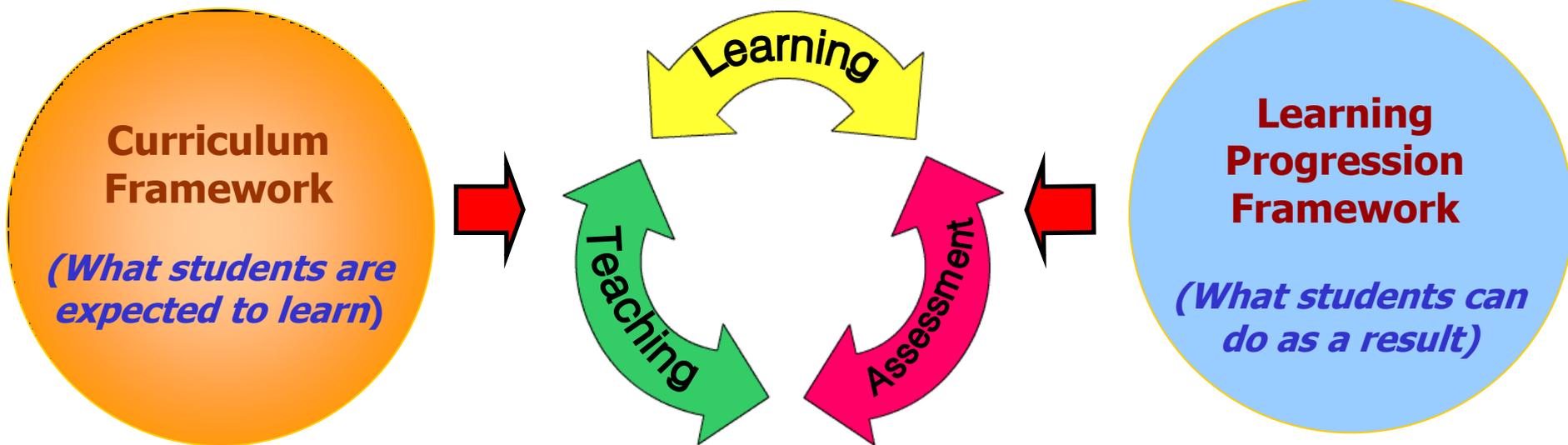


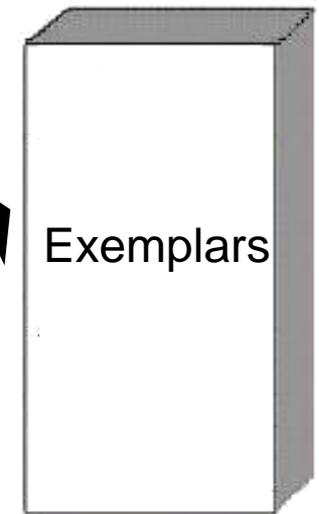
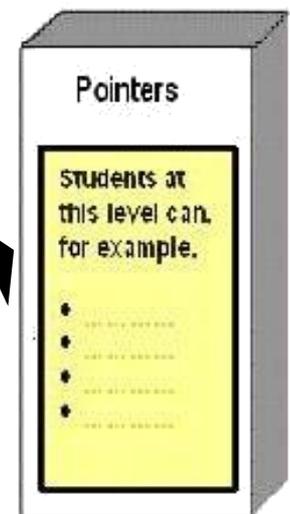
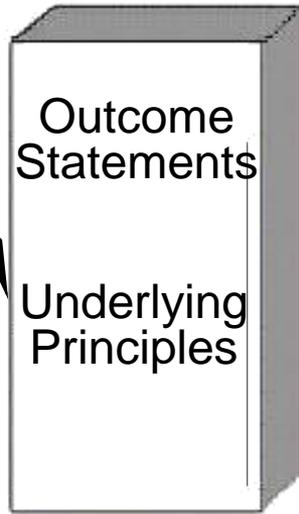
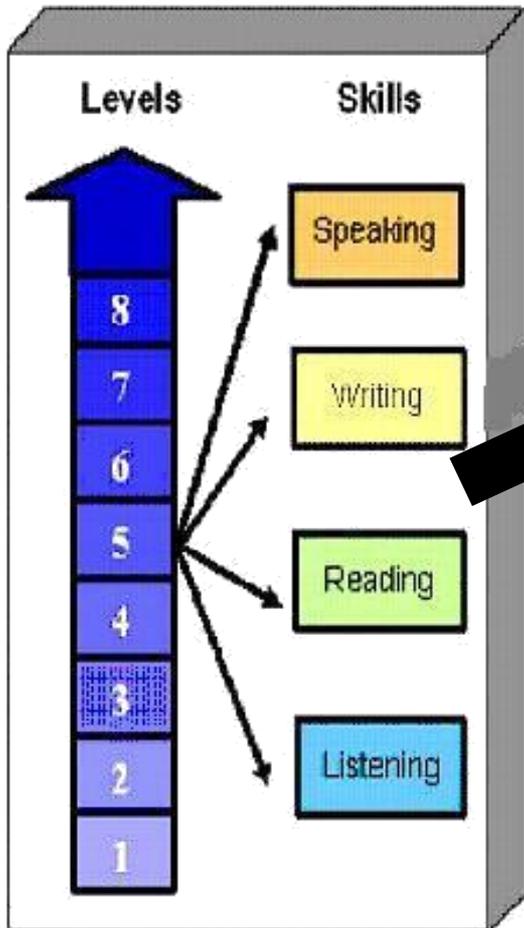
Figure Illustrating the Structure of the LPF for English Language

LOs organised & presented under the four language skills

LOs for each language skill expressed in the form of outcome statements (a general description of learner performance)

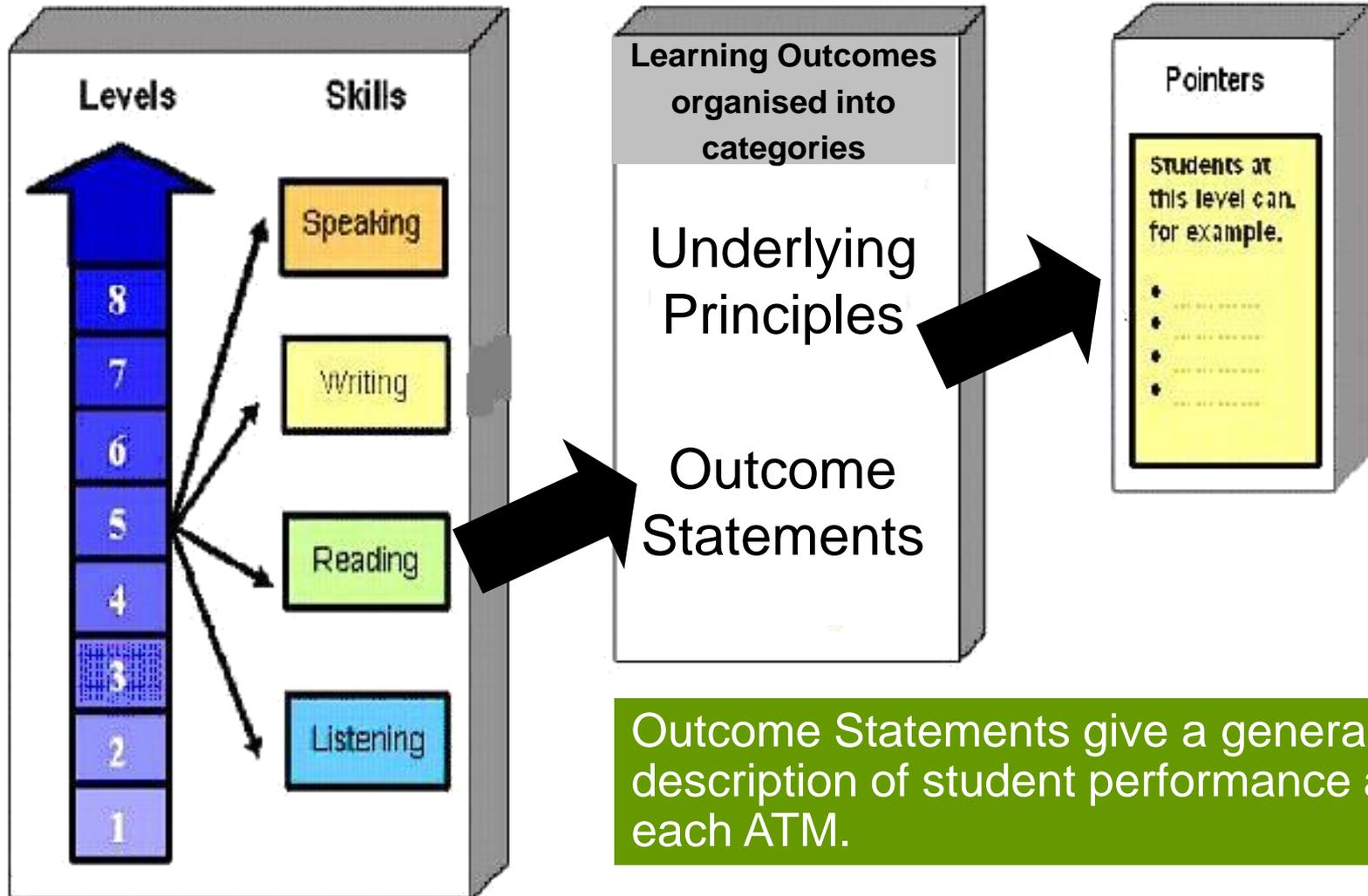
Pointers provide specific examples of what learners are able to do in demonstrating the LOs.

Exemplars illustrate the expected student performance.



UPs elucidate some of the learning objectives which do not lend themselves to the description in terms of 8 levels of attainment but are essential to English language learning.

Components of the LPF for Writing



Outcome Statements give a general description of student performance at each ATM.

Activity 2

In groups,

- study the Outcome Statements for three ATMs (1, 4, 8) of the LPF for Writing; and
- identify the aspects of progression in the Outcome Statements for Writing.

Writing--Level-1	Writing--Level-2	Writing--Level-3	Writing--Level-4	Writing--Level-5	Writing--Level-6	Writing--Level-7	Writing--Level-8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
Organisation							
Putting words under appropriate headings/ topics	Putting ideas about a topic in sentences	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	Using some simple language forms and functions, and simple formats quite appropriately	Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types	Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types	Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types

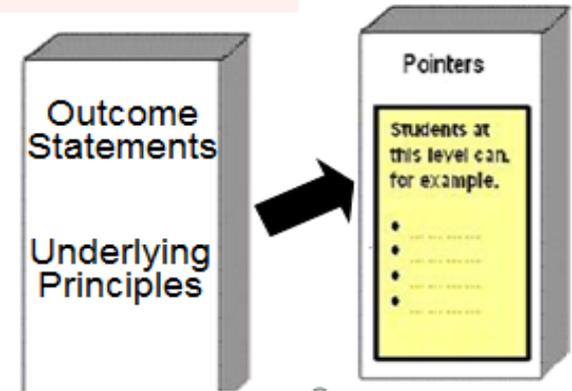
Relationship between Outcome Statements and Pointers

LOs for each language skill expressed in the form of outcome statements (a general description of learner performance)

Pointers provide specific examples of what learners are able to do in demonstrating the LOs.

Outcome statements

Writing - Level 1	Writing - Level 2	Writing - Level 3	Writing - Level 4	Writing - Level 5	Writing - Level 6	Writing - Level 7	Writing - Level 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions.	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics.	Writing short texts to convey simple information, ideas and personal experiences on familiar topics.	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration.	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration.	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration.	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration.	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration.
Pointers Learners at this level can, for example, <ul style="list-style-type: none"> complete formulaic expressions in greeting cards and birthday cards. 	Pointers Learners at this level can, for example, <ul style="list-style-type: none"> write brief descriptions of objects, people, places or events. write simple signs. give a brief ending to simple stories. 	Pointers Learners at this level can, for example, <ul style="list-style-type: none"> write and reply to short and simple letters to share personal experiences. write short and simple descriptions of objects, people, places and events. write short and simple stories. 	Pointers Learners at this level can, for example, <ul style="list-style-type: none"> write and reply to simple letters to share personal experiences. write simple descriptions of objects, people, places and events with some details. write simple stories. 	Pointers Learners at this level can, for example, <ul style="list-style-type: none"> write some formal letters to make simple requests and enquiries. write a range of simple texts to describe, recount, record, explain and propose with some supporting details. write stories with a setting, a simple plot and simple characterisation. 	Pointers Learners at this level can, for example, <ul style="list-style-type: none"> write some formal letters to make requests and applications with supporting details. write a range of texts to describe, recount, record, explain, propose and summarise with supporting details. write stories with a clear setting, and some development of plot and characters. 	Pointers Learners at this level can, for example, <ul style="list-style-type: none"> write formal letters for a range of purposes quite effectively. write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively. write stories with a clear setting, and development of plot and characters to achieve the purpose quite effectively. 	Pointers Learners at this level can, for example, <ul style="list-style-type: none"> write formal letters for a range of purposes effectively. write a range of texts for various purposes with supporting details effectively. write stories with a clear setting, a well-developed plot and good characterisation to achieve the purpose effectively.



Pointers tell what students are able to do at each ATM.

Pointers

Progression of Learning Outcomes for Writing

Complexity of information & ideas

- **Content**

Range of purposes

Familiarity of topics

Length of texts

ATM 1
Completing blanks in short texts to **convey simple information** centred around **objects, people and actions**



ATM 4
Writing **short texts** to **convey simple information, ideas, personal experiences and opinions** on **familiar topics** with some elaboration



ATM 8
Writing **texts** to **convey information, ideas, personal experiences and opinions** on **familiar and less familiar topics** with substantial elaboration

Progression of Learning Outcomes for Writing -

Organisation

Linkage between ideas & across paragraphs

Overall organisation of ideas

ATM 1

Putting words **under appropriate headings/ topics**



ATM 4

Linking ideas quite coherently in a **short text**, and **showing an awareness of overall organisation of ideas**



ATM 8

Linking ideas coherently **throughout the text**, and **showing effective overall organisation of ideas**

Progression of Learning Outcomes for Writing -

Language

Range of vocabulary and language forms & functions

Appropriateness of text type features

ATM 1

Using **some simple words** quite appropriately, and **showing an awareness of some simple formats**



ATM 4

Using **a small of quite appropriate and accurate language forms and functions**, and **quite appropriate tone, style, register and features of some text types**



ATM 8

Using **a wide range of appropriate and accurate language forms and functions**, and **appropriate tone, style, register and features of a range of text types**

LPF – The Progression of Writing Skills

CONTENT

The outcome statements show the progression in terms of:

- **Complexity of information and ideas**
- **Length of texts**
- **Familiarity of topics**

ORGANISATION

The outcome statements show the progression in terms of:

- **Linkage between ideas within and across paragraphs**
- **Overall organisation of ideas**

LANGUAGE

The outcome statements show the progression in terms of:

- **Language forms and functions used at different levels of writing**

Content – Progression in Length of Texts

Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7	Writing - ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
<small>Pointers Learners at this level can, for example,</small>	<small>Pointers Learners at this level can, for example,</small>	<small>Pointers Learners at this level can, for example,</small>	<small>Pointers Learners at this level can, for example,</small>	<small>Pointers Learners at this level can, for example,</small>	<small>Pointers Learners at this level can, for example,</small>	<small>Pointers Learners at this level can, for example,</small>	<small>Pointers Learners at this level can, for example,</small>
write and reply to short and simple letters to share personal experiences	write some formal letters to make simple requests and enquiries	write some formal letters to make requests and applications with supporting details	write formal letters for a range of purposes quite effectively				

Content – Progression in the Complexity of information & ideas

Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7	Writing - ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar and less familiar topics with	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar and less familiar topics with	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
write short and simple stories		write stories with a setting, a simple plot and simple characterisation		write stories with a clear setting, and some development of plot and characters		write stories with a clear setting, a well-developed plot and good characterisation to achieve the purpose effectively	

Content – Progression in the Range of Purposes of Texts

Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7	Writing - ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
<p>write short and simple descriptions of objects, people, places and events</p>	<p>write a range of texts to describe, recount, record, explain, propose and summarise with supporting details</p>			<p>write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively</p>		<p>write a range of texts for various purposes with supporting details effectively</p>	

Organisation – Progression in the Linkage between ideas within & across Paragraphs

Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7	Writing - ATM 8
Learning Outcomes							
Organisation							
Putting words under appropriate headings/topics	Putting ideas about a topic in sentences	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing overall ideas	Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas
<small>Pointers Learners at this level can, for example...</small>	<small>Pointers Learners at this level can, for example...</small>	<small>Pointers Learners at this level can, for example...</small>	<small>Pointers Learners at this level can, for example...</small>	<small>Pointers Learners at this level can, for example...</small>	<small>Pointers Learners at this level can, for example...</small>	<small>Pointers Learners at this level can, for example...</small>	<small>Pointers Learners at this level can, for example...</small>
<p>establish links using some simple cohesive devices (e.g. simple connectives, pronouns) with some consistency</p>		<p>establish links using a small range of cohesive devices with some consistency</p>		<p>establish links within some paragraphs using a range of cohesive devices with some consistency</p>		<p>establish (strong) links within and across paragraphs using a range of cohesive devices with consistency</p>	

Organisation – Progression in Overall Organisation of Ideas

Writing - ATM1	Writing - ATM2	Writing - ATM3	Writing - ATM4	Writing - ATM5	Writing - ATM6	Writing - ATM7	Writing - ATM8
Learning Outcomes							
Organisation							
Putting words under appropriate headings/topics	Putting ideas about a topic in sentences	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing overall organisation of ideas	Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas
<small>Pointers Learners at this level can, for example,</small>	<small>Pointers Learners at this level can, for example,</small>	<small>Pointers Learners at this level can, for example,</small>	<small>Pointers Learners at this level can, for example,</small>	<small>Pointers Learners at this level can, for example,</small>	<small>Pointers Learners at this level can, for example,</small>	<small>Pointers Learners at this level can, for example,</small>	<small>Pointers Learners at this level can, for example,</small>

structure the text using paragraphs, including a brief introductory and/or concluding statement

structure the text quite coherently using an organisational framework (e.g. introduction, body and conclusion)

structure the text coherently using an organisational framework

Language and Style – Progression in the Range of Language Forms and Functions

Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7	Writing - ATM 8
Learning Outcomes							
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	Using some simple language forms and functions, and simple formats quite appropriately	Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of appropriate language forms and functions, and appropriate register and features of some text types	Using a wide range of generally appropriate and accurate language forms and functions, and appropriate register and features of some text types	Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types
Pointers Learners at this level can, for example,	Pointers Learners at this level can, for example,	Pointers Learners at this level can, for example,	Pointers Learners at this level can, for example,	Pointers Learners at this level can, for example,	Pointers Learners at this level can, for example,	Pointers Learners at this level can, for example,	Pointers Learners at this level can, for example,
	<ul style="list-style-type: none"> use simple present, simple past (mainly familiar verb forms), present continuous and future tenses with some consistency 	<ul style="list-style-type: none"> use a small range of tenses with some consistency 	<ul style="list-style-type: none"> use a range of tenses and the passive voice with (some) consistency 	<ul style="list-style-type: none"> use various tenses and the passive voice for various purposes with consistency 			
	<ul style="list-style-type: none"> use appropriate capitalisation with some accuracy 	<ul style="list-style-type: none"> use appropriate salutation and closing in simple letters use most of the common punctuation marks with some accuracy 	<ul style="list-style-type: none"> use appropriate salutation and closing in simple letters use common punctuation marks with accuracy 	<ul style="list-style-type: none"> use appropriate salutation and closing in simple letters use common punctuation marks with accuracy 			
		<ul style="list-style-type: none"> use appropriate salutation and closing in simple letters use most of the common punctuation marks with some accuracy 	<ul style="list-style-type: none"> use appropriate salutation and closing in simple letters use common punctuation marks with accuracy 	<ul style="list-style-type: none"> use appropriate salutation and closing in simple letters use common punctuation marks with accuracy 			

Language and Style – Progression in the Range of Stylistic Features

Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7	Writing - ATM 8
Learning Outcomes							
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	Using some simple language forms and functions, and simple formats quite appropriately	Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of	Using a wide range of generally appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of a range of text	Using a wide range of appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of a range of text types

show an awareness of using **some stylistic features** (e.g. use dialogues in stories to create interest) to support the purpose of text

use **some stylistic features** (e.g. use headings and sub-headings to clarify presentation) to support the purpose of text **with some consistency**

use **a range of stylistic features** (e.g. use images in poetry, rhetorical questions in arguments) to support the purpose of text with consistency

use **a range of stylistic features effectively** to support the purpose of text

	accuracy	with some consistency	with accuracy				
		<ul style="list-style-type: none"> use appropriate salutation and closing in simple letters use most of the common punctuation marks with some accuracy 	<ul style="list-style-type: none"> use common punctuation marks with accuracy 				

Underlying principles

The Underlying Principles in the progression of Writing Skills form **an integral part of the LPF and include:**

- the language development strategies, generic skills, and positive values and attitudes;
- the meaningfulness & appropriateness of the written texts to the context, purpose & audience;
- the development of writing strategies:
 - Generating ideas by brainstorming or seeking and selecting information & ideas from different sources
 - Asking questions to clarify & seek information for correction
 - Editing drafts by correcting errors in language
 - Revising drafts by adding, deleting, substituting or linking ideas
 - Reflecting on own writing based on feedback from teachers / peers

Part 2

To explore how a **school-based writing programme can be developed** to facilitate progressive development of writing skills at the junior secondary level

Activity 4

Share your views:

1. What are your concerns in teaching writing?
2. How is the writing programme for S1-S3 planned at your school?

Setting objectives Identifying strengths and weaknesses of learners

WHY?

**Practical
Tips**

HOW?

...with reference to the
**Learning Progression Framework
for Writing**

Designing a Writing Programme

- Address **all three domains** of the LPF
- Instruct students in issues **about genre, purpose, audience, and organisation** and help students understand how the use of **grammar items and vocabulary** contribute to the coherence and structure of the text

The Learning Progression Framework for
ENGLISH LANGUAGE (WRITING SKILLS)

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
Organisation							
Putting words under appropriate headings/topics	Putting ideas about a topic in sentences	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	Using some simple language forms and functions, and simple formats quite appropriately	Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types	Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types	Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types

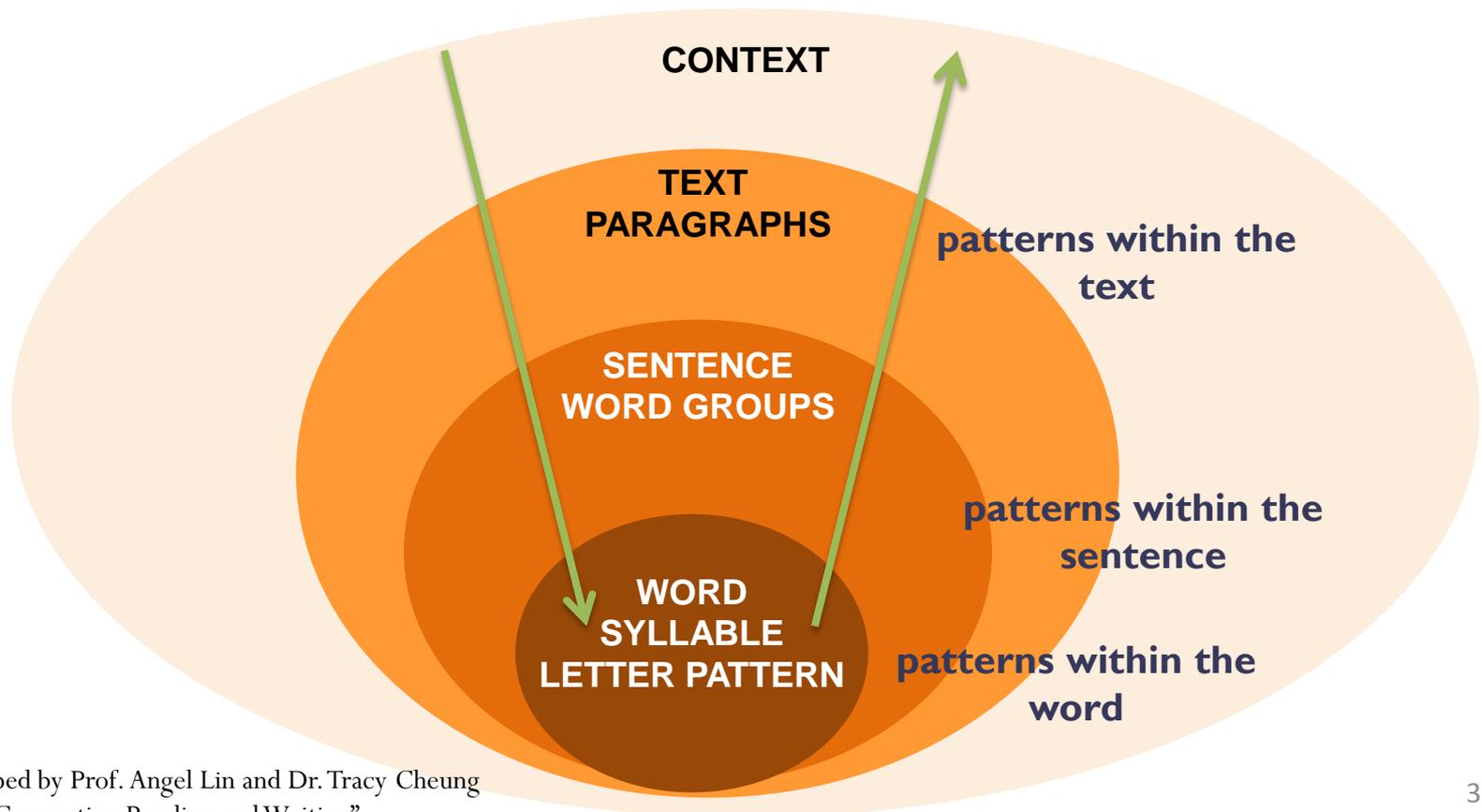
Content

Organisation

Language

Designing a Writing Programme

A functional view of language in context
(Rose, D. 2005)



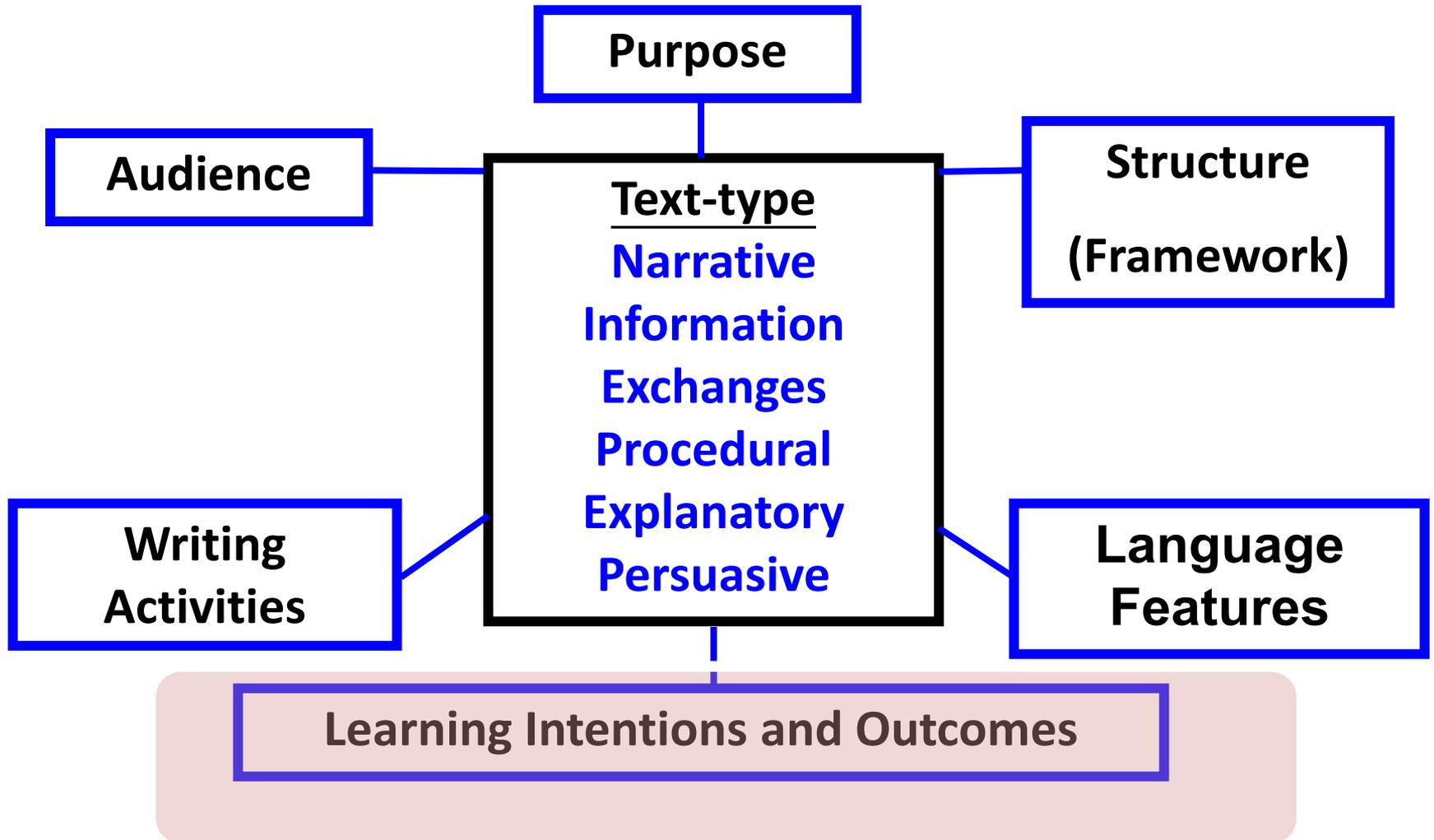
Designing a Writing Programme

- Focus on **helping students develop texts** by enhancing students' genre knowledge with reference to the LPF
- Help students **ask metacognitive questions** about their writing at different stages of the writing process (e.g. what genre they are writing, who is the audience, what elements are there in the genre structure)

Brookes and Grundy (1998, p18):

“Such activities need to be interesting, draw on the existing knowledge, interest, and abilities of learners, and result in greater awareness of the writing process and greater writing skill”

Writing Programme



Traditional Views of Reading and Writing

Reading

- input
- receptive skills
- comprehension

Writing

- output
- production skills
- production

Connection between Reading and Writing

Reading

**The same pool of knowledge
and skills connect reading and
writing**

Writing

The Influence of Reading

- Reading is especially helpful if students are **reading genres similar to the ones they are asked to write about**. Such reading can help students acquire the writing techniques, words, and phrases of the discipline (Shaw, 1991)
- **Teaching students to closely read and analyse various texts** can help them write like accomplished writers (Zwiers, 2008)

Activity 5

Student work extracted
from p.187,
2014 TSA Report

This is a typical writing
of your students.

Comment on the
students' performance
with reference to the
three domains of the
LPF.

Discuss how we can
help them progress
along the learning
continuum.

Performance of students

Student work extracted
from p.187,
2014 TSA Report

Language

- ATM4 Use **a small range of vocabulary** on familiar topics, with most words correctly spelt and some word collocations correct
- ATM4 Use **a small range of adverbs /adverbial clauses** for some communicative functions with some consistency

Organisation

- ATM3 arrange ideas in a short text **using simple and limited means** to show a generally clear focus
- ATM3 establish links using **some simple cohesive devices**

Content

- ATM4 write **simple descriptions** of objects, people, places and events **with some details**

How can we help students progress along the learning continuum?

Understand what learners need to achieve as they progress in the development of writing skills



Provide suitable support and challenges that may take learners to the next level of learning

Organisation

- **ATM 3** arrange ideas in a short text **using simple and limited means** to show a generally clear focus



- **ATM 4** structure the text using paragraphs, **including a brief introductory and/or concluding statement**
- **ATM 4** arrange ideas in a short text **using simple means** (e.g. providing illustrations or explanations) to show a generally clear focus

An Overview of Jobs in the Film Industry

As the film-making hub for the Chinese-speaking world, Hong Kong has produced a great variety of films over the years. What kinds of jobs are available in the film industry? This article gives an overview of three jobs in the industry: assistant director, camera operator and scriptwriter.

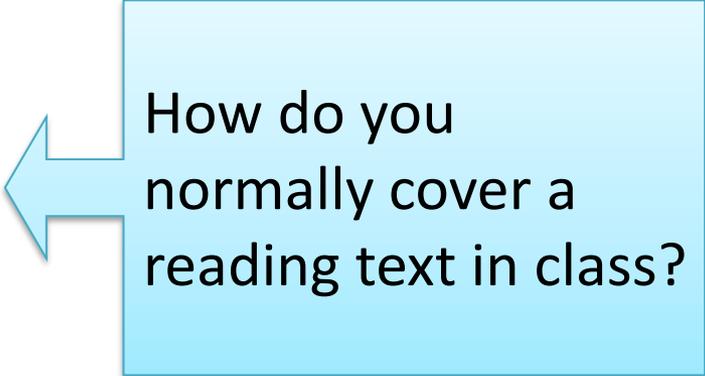
To start with, those of us who wish to get some practical experience of the film production process may consider working as an assistant director. While a film director's key job is to guide the actors as well as other members of the team in the making of a film, the assistant director, as the job title suggests, plays a supporting role. Among their various duties, assistant directors are responsible for preparing the shooting schedules, and ensuring that the actors, props and equipment are in the right place and at the right time. Sometimes they may be asked to direct relatively minor shots. The role of an assistant director is a stepping stone to the work of a film director. The starting salary ranges from \$10,000 to \$20,000.

Another profession in the industry is camera operator. Camera operators are in charge of the actual film shooting and creation of visual effects based on the director's instructions. Apart from being artistic and creative, they usually have to undergo technical training and practice in the use of professional cameras and video equipment in order to succeed in the profession. Most camera operators enjoy a strong sense of job satisfaction when they see their products on screen although they usually earn less than an assistant director.

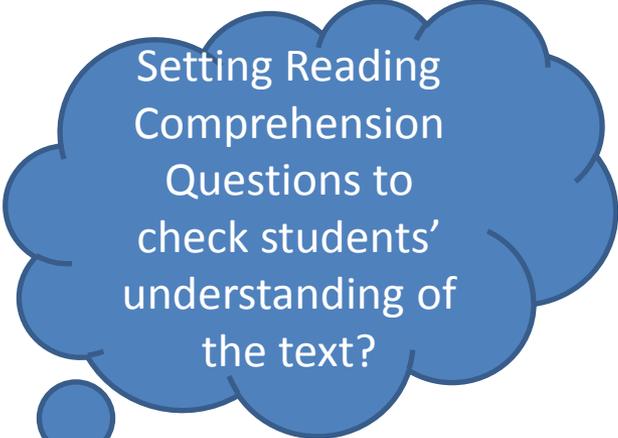
The third profession that students may aspire to join is scriptwriting. Scriptwriters are required to create original stories that have an interesting plot and vivid characters so as to attract producers to invest in making films. They must therefore possess creativity and excellent writing skills. The remuneration for scriptwriters vary depending on the budget for production. People interested in scriptwriting should be prepared for the keen competition from talented writers in the market.

In general, a love for films, creativity and relevant professional training are essential for the careers of assistant director, camera operator and scriptwriter. Students who hope to pursue their career in the film industry would need to explore more details and start to plan early.

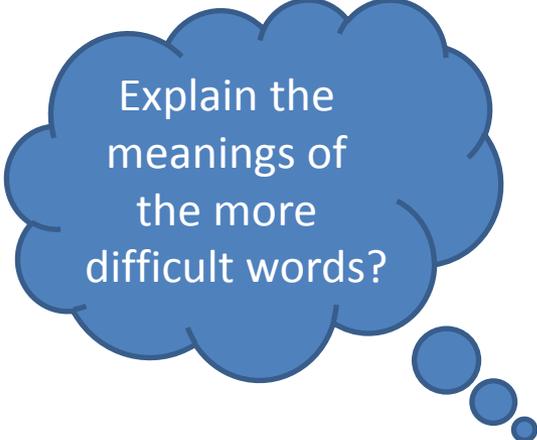
(382 words)



How do you normally cover a reading text in class?



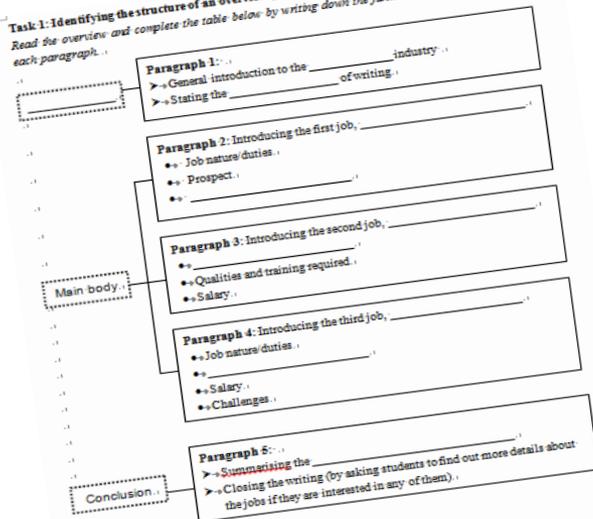
Setting Reading Comprehension Questions to check students' understanding of the text?



Explain the meanings of the more difficult words?

Task 1: Identifying the structure of an overview (An expository writing).

Read the overview and complete the table below by writing down the function and key points for each paragraph.



Task 2: Useful language for writing an overview.

Answer the following questions as instructed.

1. Which tense is the most commonly used in the overview?

2. Read the first sentence of paragraphs 2 to 4 again. What words/phrases does the writer use to introduce three different professions in the film industry?

Para 2: _____
Para 3: _____
Para 4: _____

3. How does the writer introduce the job nature/duties of the three professions? Find three phrases from the overview that introduce the nature of a job and write them in the spaces provided. An example has been done for you.

e.g. ... a film director's key job is to ...
i. _____
ii. _____
iii. _____

4. Circle the words that describe the tone of the overview you have read. Explain your answer.

factual, subjective, informal, humorous, objective, emotional

5. Modal verbs (i.e. verbs that are used with another verb to express necessity, possibility, etc. such as "can", "may" and "would") can be used to introduce the qualities/qualifications required for a profession.

Write down the modal verbs that are used in the overview.

Now, write two sentences to describe the required qualities for different jobs using two different modal verbs that you have found. An example has been done for you.

e.g. A good aviation engineer / proactive / able to work independently.

A good aviation engineer should be proactive and able to work independently.

i. A customer services officer / very patient with the passengers / ready to answer their enquiries.

ii. A catering services personnel / creative in order to design a wide variety of dishes for passengers.

6. Relative clause (i.e. clauses starting with the relative pronouns "who", "whom", "which", "that", "where", "whose", etc) are useful for providing details and elaborating ideas. Read the following example from the overview:

e.g. Students who hope to pursue their career in the film industry would need to explore more details and start to plan early.

The relative clause underlined provides more information on "students" mentioned in r clause (i.e. "Students ... would need to explore more details and start to plan early").

Rewrite the following sentences using appropriate relative pronouns and relative clauses to familiarise yourself with this useful structure for providing details.
i. Some passengers on the plane are physically handicapped. Flight attendants need to take special care of these passengers.

ii. Customer services officers must have good interpersonal skills. Interpersonal skills enable them to communicate with passengers effectively.

7. To show the connection between ideas in a paragraph, connectors are often used. Study the functions and usage of the following connectors that are underlined in the overview and complete the matching activity below.

Connector

- as well as ...
- therefore ...
- In general ...
- so as to ...
- although ...

Function

- Introducing a conclusion.
- Introducing a result/consequence.
- Introducing a contrasting idea.
- Introducing an additional point.

Now, join/rewrite the following sentences with suitable connectors. You may use other connectors that do not appear in the overview.

i. Customer services officers help passengers to check in for their flights. They answer passengers' enquiries.

ii. Catering Services Personnel is an interesting job. Its salary is not very attractive.

iii. Aviation engineers need to work with machines most of the time. They should be interested in mechanics.

*Now that connectors should only be used when necessary or when the connection between ideas could be more clearly shown. They must not be overused.

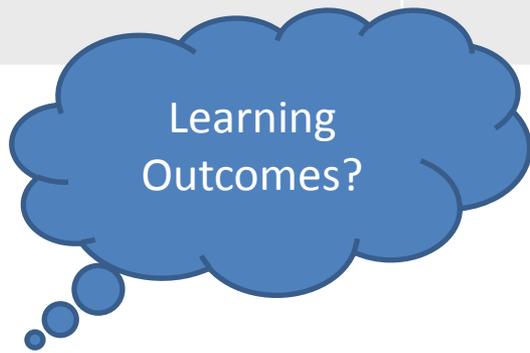


Learning materials developed to help students:

- structure the text using paragraphs, **including a brief introductory and/or concluding statement** (LPF - ATM4, Organisation)
- arrange ideas in a short text **using simple means** (e.g. providing **illustrations or explanations**) to show a generally clear focus (LPF - ATM4, Organisation)

Comment on the following junior secondary writing programme of School A:

	S1	S2	S3
Purpose	Descriptive Imaginative Discussion	Expository Problem solving	Argumentative Persuasive
Text-type	Personal letter Story Book report E-mail Procedure	Formal letter Presentation Film review Newsletter	Itinerary Memoranda News articles Speech Complaint letter



Question: How to help students read and write different genres?

Meaningful Exposure & Use → Automaticity

**‘massive amounts of
repetitive experience’
develop automaticity**

(Segalowitz, 1991, p. 23)

Consideration in Planning for Writing Programme at Junior Secondary Level

- ✚ **Related topics**
- ✚ **Integration of language skills**
- ✚ **Variety of text types and sources**
- ✚ **Level of difficulty**

When designing learning and teaching activities, it is important to:

- provide adequate support to students in content, organisation and language & style;
- integrate writing with other language skills (e.g reading);
- choose materials which are at an appropriate level;
- adopt a task-based approach; and
- design a range of tasks to require students to react beyond the factual content to meet different challenge levels, e.g. applying and synthesising reading input to produce purposeful & interesting writing content

Part 3

To provide hands-on activities to examine students' work and introduce effective strategies to give quality feedback and **promote assessment for/as learning**

Assessment for learning

- Assessment is an **ongoing process** that aims to promote and improve learning. It should provide learners with appraisal and feedback on their performance in relation to learning objectives. (*Eng Lang C&A Guide*, CDC 2007, p.98).
- “Assessment of learners’ writing skills is on-going during the process of writing. The teacher **needs to observe learners’ behaviour and skills, assess progress, and give feedback and suggestions** on drafting and revising” (*Eng Lang Curriculum Guide (P1-P6)*, CDC 2004, p.157).

Five key strategies of assessment for/as learning

Where the learner is going

1. Identify and clarify **learning goals and success criteria**

Where the learner is now

2. **Engineer effective classroom discussions** and other learning tasks that elicit information about student learning

What the learner needs to get there

3. Provide descriptive **feedback** that moves learners forward
4. Through **targeted instruction and guidance, engage students** as learning resources for one another
5. Through **targeted instruction and guidance**, help students understand what it means to 'own' their own learning, and **empower them** to do so

How could teachers bring about improvements to their writing skills?

The use of the LPF

- shifts the **focus from the content to its outcomes**, which places emphasis on learners
- provides a **common “language” and “tool”** for teachers to use in the learning, teaching and assessment process
- explains what is expected of students in terms of:
 - where are they now? (**existing strengths and weaknesses**)
 - where are they going? (**goals**)
 - where to next? (**“feedback” / “feedforward”**)

The image displays three overlapping LPF (Learning Progress Framework) tables, each representing a different domain of writing skills. The tables are titled 'LPF: Organisation', 'LPF: Language & Style', and 'LPF: Content'. Each table is a complex grid with multiple columns and rows, detailing specific learning outcomes and assessment criteria. The tables are tilted and overlap, with 'LPF: Organisation' on the left, 'LPF: Language & Style' in the middle, and 'LPF: Content' on the right.

Classroom Writing Assessment

- Writing assessment should maximise its formative potential so that it can be used to promote student learning through:

A green callout box with a circular connector on the left side, containing the text "Adopting process writing".

Adopting process writing

A teal callout box with a circular connector on the left side, containing the text "Providing effective feedback".

Providing effective feedback

A purple callout box with a circular connector on the left side, containing the text "Promoting peer/self assessment".

Promoting peer/self assessment

Adopting Process Writing

What is writing to you?



Product-oriented

Process-oriented

Disabling approach	Enabling approach
Mundane and routine	Creative
Re-writing and re-vision <i>“error checking exercise”</i>	Re-writing and re-vision <i>“seeing with new eyes”</i>
Teacher evaluation	Responsible writer
Pre-defined product	Product is not pre-conceived
Convergent	Divergent

Teaching approaches

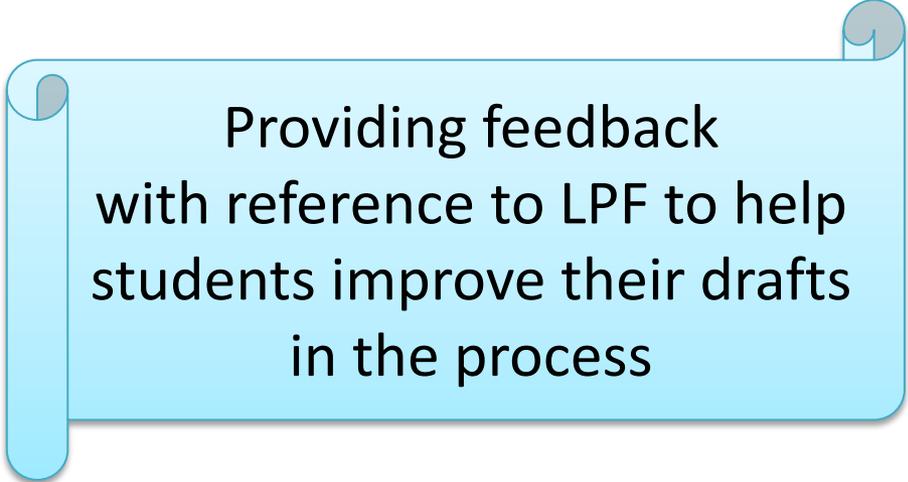
- “Methodologies **entirely focusing on language errors are hardly adequate** in improving learners’ abilities” (*Syllabuses for Secondary Schools Eng Lang*, CDC 1999, p.95).
- “A **process approach** to writing is recommended” (*Eng Lang C&A Guide*, CDC 2007, p.83).

The Process Approach

- “A **process approach** to writing is recommended” (*Eng Lang C&A Guide*, CDC 2007, p.83).
- The process approach:
 - Stresses the **purpose** of a piece of writing
 - Students **behave like writers** in real life
 - Teachers will try to **extend the readership** & readers will respond to writing (review)
 - Single drafting to be replaced by **multiple drafting**

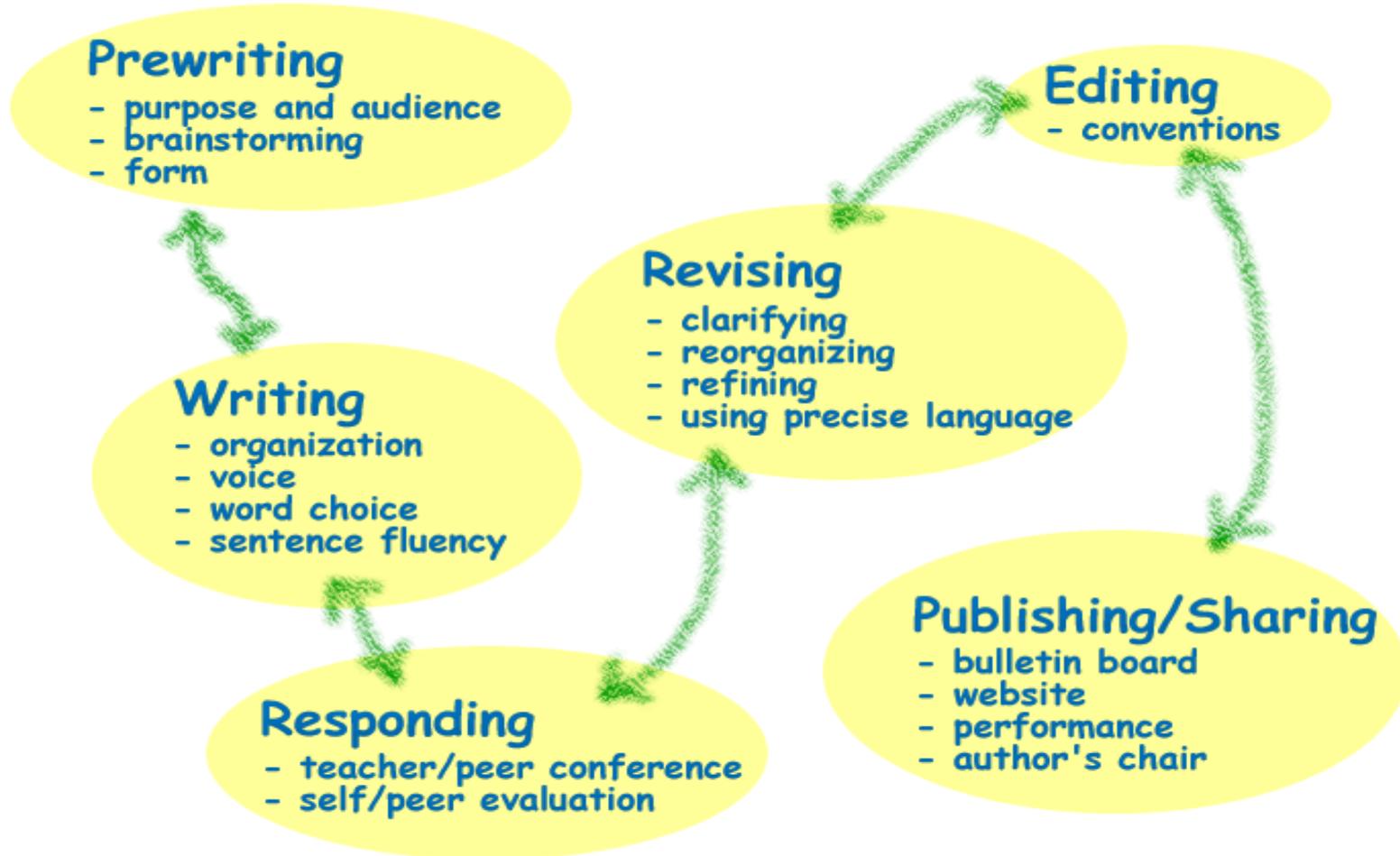
Teach students to re-read and re-write their works

- Brookes and Grundy (1998, p17):
 1. First draft: **responding**
 2. Second draft: **revising**
 3. **Editing** for errors



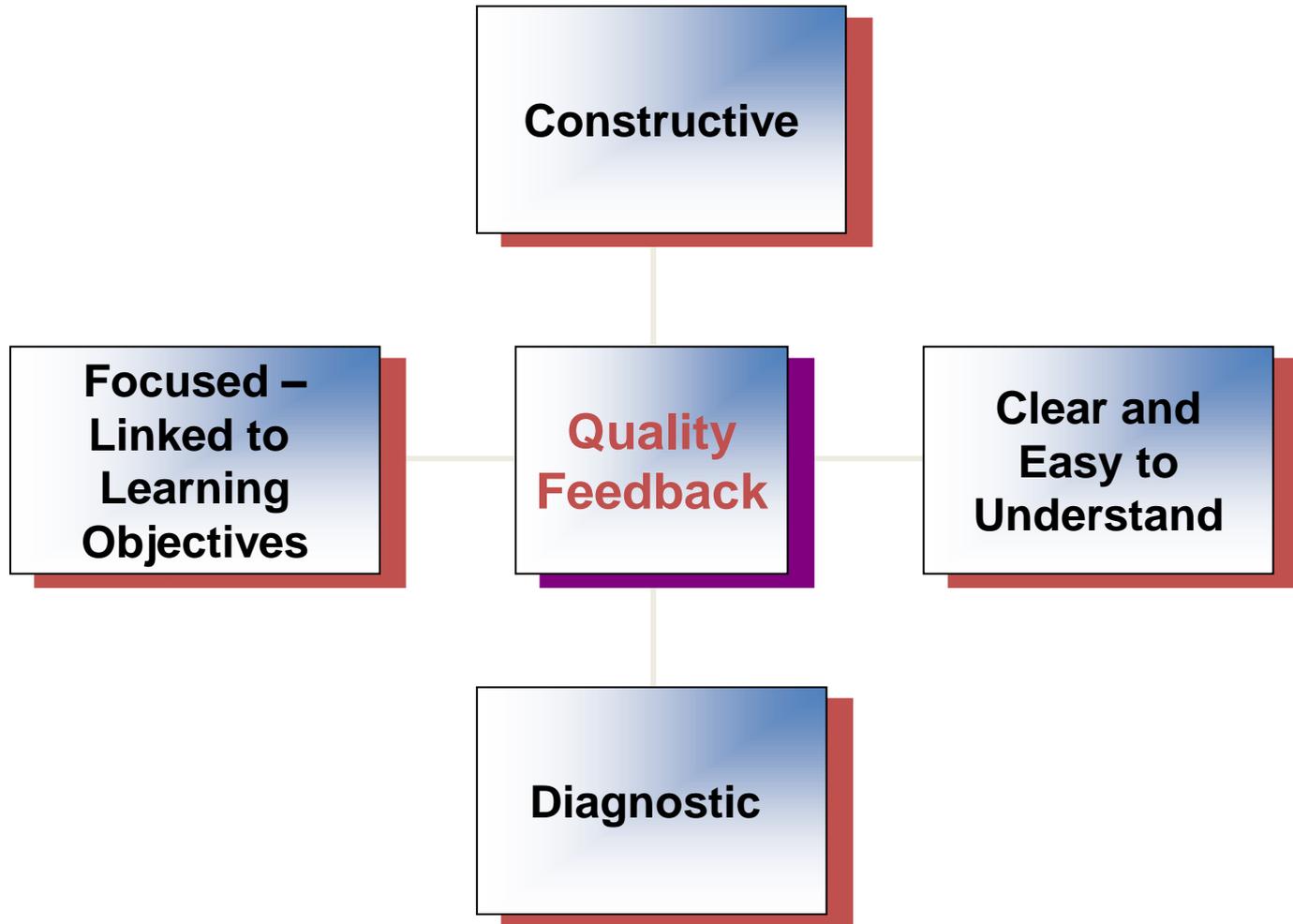
Providing feedback with reference to LPF to help students improve their drafts in the process

Process-oriented writing



Providing Effective Feedback

Use of Quality Feedback



Teacher feedback

- Teachers “must **avoid providing detailed editing comments on the surface form without paying attention to organizational and content issues**” (*Syllabuses for Secondary Schools English Language*, CDC 1999, p.94).
- “Teachers **need not correct all the mistakes** in learners’ work. Total correction is time-consuming for the teacher and discouraging for the learners, particularly when the latter sees their papers full of red ink” (*Syllabuses for Secondary Schools English Language*, CDC 1999, p.95).
- “Teachers should give comments on the drafts they have collected from learners...They should make suggestions which will **enable learners to carry out revisions** in the areas of organization, grammar and mechanics” (*English Language C&A Guide (S4-S6)*, CDC and HKEAA 2007, p.86).

Promoting Peer/Self Assessment

Peer / self-evaluation as an integral part of process pedagogy

- Teachers should **share learning goals and success criteria explicitly** with students, so that students know what they are working towards in their writing.
- They can use **success criteria / checklists** help students improve drafts in progress
- They can **set personal learning goals, engage in self and/or peer evaluation, and reflect on and monitor their own learning**, so that assessment can become a powerful tool to promote learning, serving the purposes of assessment *for* and *as* learning (Earl, 2013).

When designing the success checklists,

Teachers should:

- **identify the requirements for each task** in terms of the three domains in the LPF to develop task-specific assessment rubrics.
- **acknowledge students' attempts and efforts** (e.g. in the “risks” they take in expressing ideas in English, even though this means making more grammatical mistakes in writing).
- **suggest what students can do** in order to improve their writing.

Activity 6

In groups:

1. Read the checklists/evaluation forms.
2. Comment on their effectiveness in helping students to improve their writing.

Evaluation Forms – Peer Assessment

Compare the two assessment forms?
Which one do you prefer? Why?

Peer Assessment: Form 1

Before you read:

Write down two things you should do when writing a formal letter that you don't have to do when writing a formal article...

☺

☺

While you read:

Write down one useful expression for a formal letter that your partner has written.

☺

Write down one expression or sentence that your partner has written that you think is persuasive and will help convince the reader to support the proposal.

☺

Write down which of the three goals you think your partner has best achieved.

☺

After you read:

What do you most like about your partner's letter?..

☺

Peer Assessment: Form 2

Name of writer: _____

Date of Review: _____

Reviewed by: _____

	5 Very Good	4 Good	3 Satisfactory	2 Unsatisfactory	1 Very Poor
There are proper greetings and salutation in the formal letter.					
The body paragraphs in the letter are well-organised and easy to read.					
Ideas are well-elaborated with evidence and examples.					
Relevant vocabulary is used appropriately in the letter.					
Appropriate tenses are used in the letter.					
A proper closing is given at the end of the letter.					

Evaluation Forms – Self Evaluation

How do the evaluation forms help learners improve their writing?

Evaluation Form 2 – Learning goals

Can you remember the last formal letter you wrote?..	Can you remember the last piece of research you did in English?..
What did you do well?..	What did you do with your research?..
What did you want to improve?..	What did you find difficult?..

1.-> Can you remember the teacher's 3 goals for the writing task we are doing today? Mark which of these you think will be easiest for you - and most difficult..

- ->
- ->
- ->

2.-> Imagine you've finished this writing task. What comment do you think your teacher might write when he/she reads it? ..

3.-> Write your own 3 goals on the goal posts and crossbar below for things you want to try to do well in this piece of writing..

Evaluation: Form 3.

分頁符號

Go back to your letter and circle three parts that you are not sure about or would like to improve, but don't know how to. Write a key below, explaining why you've circled each part..

1.....

2.....

3.....

Go back to your letter and underline or star three parts that you think you have done well. Write a key below, explaining why you've highlighted each part..

1.....

2.....

3.....

Write one question you would like to ask the teacher about this task..

Did you enjoy this writing task? --- 5 4 3 2 1

Write something here that would have made this task more enjoyable for you:..

FROM... Bringing about
Improvements to a Draft



TO... Facilitating Progressive Development
of Writing Skills

Possible Steps in Using the LPF to Enhance Students' Writing Skills

1

Provide opportunities to engage Ss in a range of tasks that cover a variety of purposes and text types in the school's writing programme.

2

Identify the requirements for each task in terms of the three domains in the LPF.

3

Develop a task-specific feedback sheet and set assessment criteria based on the task requirements.

4

Help Ss develop strategies to approach the writing tasks, e.g. highlighting keywords, drawing a mind map, structuring the text.

5

Ask Ss to complete the first draft independently. **OR**
Help Ss develop the first draft through appropriate teaching strategies, e.g. shared writing.

6

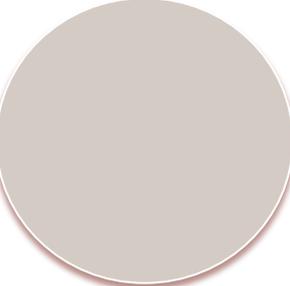
Guide Ss to improve the first draft through shared writing, using a feedback sheet or conducting a discussion.

Part 4

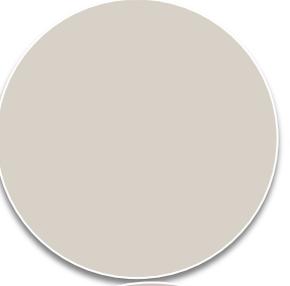
To provide suggestions on fine-tuning the existing writing programme by improving the design of the writing tasks to **encourage imagination and foster creative thinking**

Helping Students to Progress

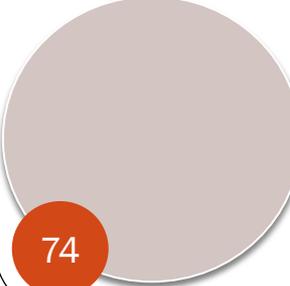
- Improving the design of writing activities based on the **learning outcomes** articulated in the LPF to encourage imagination and foster creative thinking



Helping Students Make Progression in Organisation



Helping Students Make Progression in Content



Helping Students Make Progression in Language

Activity 7

1. Read the instructions of a writing task. Read a sample of the writing performance of the average S3 students in a school.
2. Decide if the writing activities provide adequate teacher support to help students make progression in the development of the writing skills. Make suggestions on how the writing activities can be improved.

Text-type: Story

Theme: The Weather

Suggested number of lessons: 4 (40-minute lessons)

Suggested target level: JS (Less advanced students)

A Writing Task

You have been asked by your English teacher to write **a story** about the day the last typhoon hit Hong Kong. She wants you to write about **what happened and what you did on that day**. Give your story an interesting title.

LPF
for
Writing

Analysis of students' work

ORGANISATION:

- ATM3 Arrange ideas in a short text using simple & limited means (chronological sequence)
- ATM4 ... using paragraphs, including an introductory and concluding statement

CONTENT:

- ATM4 Write simple stories ...
- ATM5 ...with a setting, a simple plot and simple characterisation

LANGUAGE & STYLE

- ATM3 Use a small range of adjectives to describe things & feelings...
- ATM3 Use a small range of adverbs to describe time & manner...
- ATM4 Show an awareness of using some stylistic features (e.g. dialogues) to support the purpose of text

Writing Activities

- 1. Read lists of precautionary measures related to typhoon. Classify each measure as what can be done before, during, and after a typhoon.**
- 2. Label each picture with a suitable weather-related word from the list.**
- 3. Listen to the weather forecast in the evening. Note down the weather forecast for major cities in Asia.**

Agree or Disagree?

Do the pre-writing activities provide adequate teacher support to help students **organise ideas** for the writing task?

Do the writing activities provide adequate teacher support to help students **develop ideas** for the writing task?

Do the pre-writing activities provide adequate teacher support to help students **develop the language needed** for the writing task?

Strengthen Content Input

- ❑ Guiding students to **generate and organise ideas** on a given topic
- ❑ Preparing students to **apply** the vocabulary related to typhoon to the story
- ❑ Providing an opportunity to develop students' **creative thinking skills**

There are many strategies helping students enrich the content...

- 1. Creative thinking tools**
- 2. Image prompts**
- 3. Writing prompts**
- 4. Shared-writing**

Helping Students Make Progression in Content

Using Creative Thinking Tools & Strategies

Think from a new angle and understand a topic / situation more deeply

R.A.F.T. Strategy

R ole

A udience Classmate / Parents

F ormat Story / Diary / Newsletter / Email

T opic
Surprise holiday /
House in chaos /
Stuck in traffic /
Stranded in airport or bus-stop /
Work in rain

Collaborative ideas generation using e-resources

Role play chat with Today'sMeet

(computers /tablets /smartphones)

It is proposed that secondary students should attend school when red rainstorm warning is issued. You are the students / school team. Share your views in the online forum.

- Go to the chatroom link provided by your teacher <http://today.io/1csND>
- Type in a name and click “join”
- Start chatting with the rest of the group



Strengthen Language Input

- ❑ Consolidating students' knowledge on selected **vocabulary** which they may use in the final writing task
- ❑ Equipping students with some **vocabulary building strategies**
- ❑ Providing students with **phrases/expressions** to describe typhoon **scenes**

Watch news clip “Typhoon Usagi brings havoc to Hong Kong and southern China”.
Based on what you watch, build a mind map to show the effects of typhoon, the damage, safety caution needed.

The world's strongest typhoon this year has killed at least 25 people in southern China and **paralysed Hong Kong's airport, leaving hundreds of travellers stranded.**

Typhoon Usagi - which means "rabbit" in Japanese - **swept through** Guangdong province, **bringing heavy rain and winds** of more than 180 kilometres an hour.

Trees were toppled and **cars blown off roads.**

In Hong Kong some ventured outdoors despite official government advice to **stay at home and take precautions.**

In Fujian province more than 80,000 people were reportedly **moved to safety** with authorities deploying at least 50,000 emergency workers.

Usagi first hit Taiwan and the Philippines on Saturday, **causing two deaths** and **depriving tens of thousands of power.**

The typhoon **struck the Chinese coast** on Sunday night, **battering the city** of Shanwei.

For some in Hong Kong, which was spared the worst effects of the typhoon, the experience **was more like a theme park** as they gathered by the pier to be **drenched by spray from enormous waves crashing against the wall.**

Helping Students Make Progression in Language

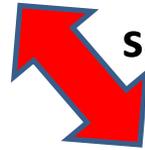
Adding details to a given idea for further development.

Demonstrate
use of comparisons

Encourage use of
five senses

Show both feelings
& actions

Use stimulating
audio and/ or
visual prompts



Where did people have fun on typhoon days?

People gathered by the pier.

What did people do to have fun?

People got wet by the waves.

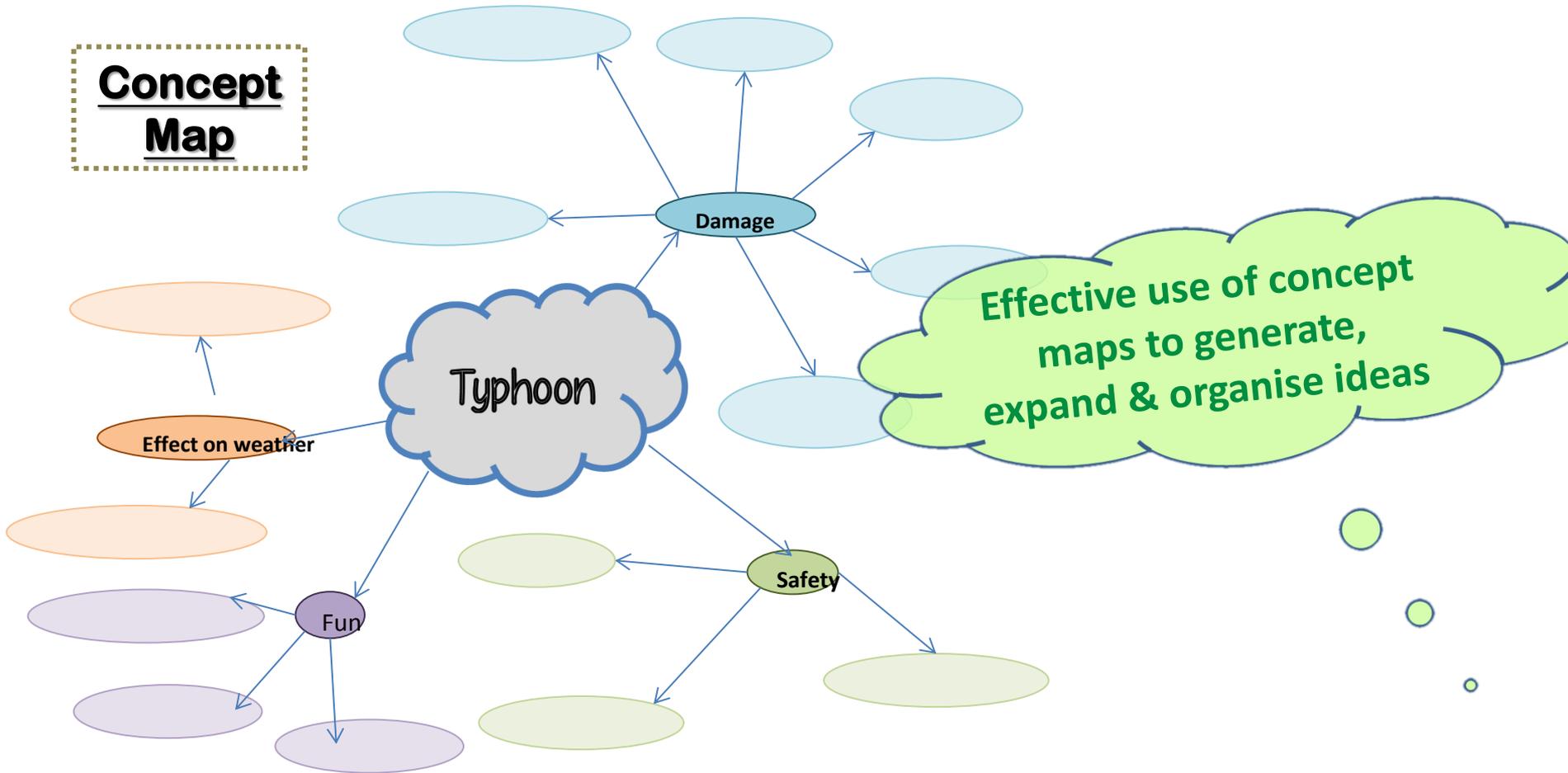
→ People gathered by the pier to get drenched by the enormous waves.

What was the experience like? Show what you saw, heard & felt.

The thrilling experience was more like a theme park as people gathered by the pier to be drenched by the enormous waves crashing against the wall.

Watch news clip “Typhoon Usagi brings havoc to Hong Kong and southern China”.
Based on what you watch, build a mind map to show the effects of typhoon, the damage, safety caution needed

Concept Map



Strengthen Structure and Organisation Input

- ❑ Raising students' awareness of the overall structure and organisation of the text type
- ❑ Introducing some words/expressions for connecting ideas
- ❑ Developing students' skills in writing well-structured body paragraphs
- ❑ Allowing students to revisit what they have learnt regarding the structure and organisation

Helping Students Make Progression in Organisation

Revisit Story Structure to add interest to the plot

CONTENT:

- ATM4 Write *simple stories* ...
- ATM5 ...with a *setting*, a simple *plot* and simple *characterisation*

ORGANISATION:

- ATM3 Arrange ideas in a short text *using simple & limited means* (chronological sequence)
- ATM4 ... *using paragraphs, including an introductory and concluding statement*

LANGUAGE & STYLE

- ATM3 Use a *small range of adjectives* to describe things & feelings...
- ATM3 Use a *small range of adverbs* to describe time & manner...
- ATM4 Show an *awareness of using some stylistic features* (e.g. dialogues) to support the purpose of text

EXPOSITION

RISING ACTION

CLIMAX

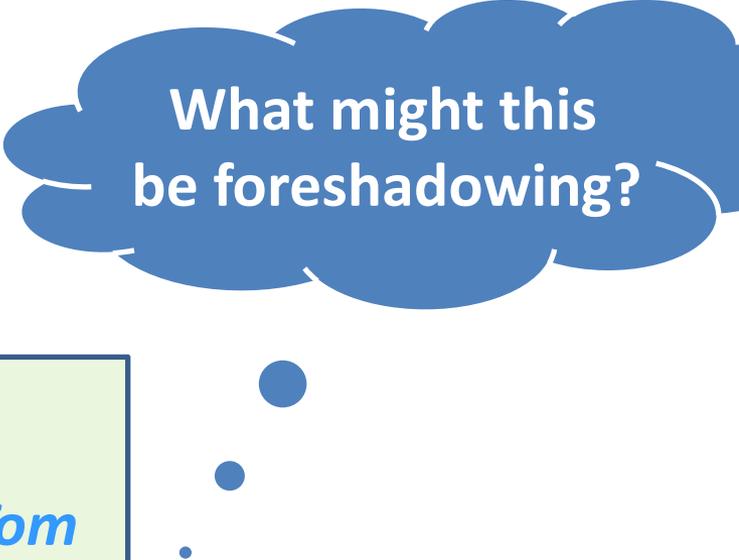
FALLING ACTION

RESOLUTION

Strengthen organisation input

Demonstrate different strategies to develop the plot

Foreshadowing: Give readers clues about what will happen later in the story. Keep them curious.



What might this be foreshadowing?

Too Good to be True

“God, please, make it tomorrow. Amen.” Tom prayed before he went to bed.

In his opinion, nothing could be worse than having to take a quiz that he would fail for sure. ...

Demonstrate different strategies to organise the events

Flashback: Go back in time to add scenes. Keep readers interested to find out what is happening in the present.

Read the flashback. Guess what might have happened.

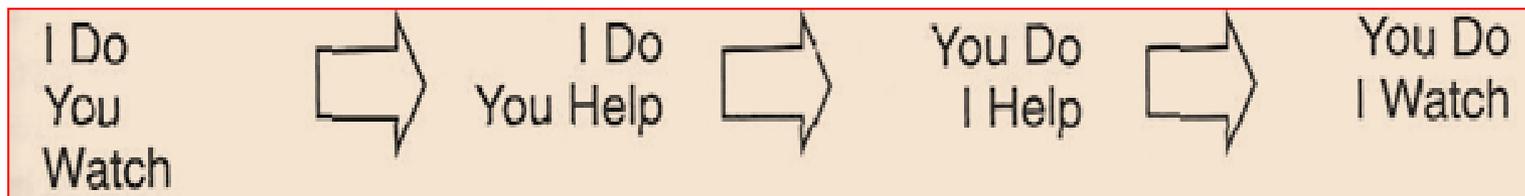
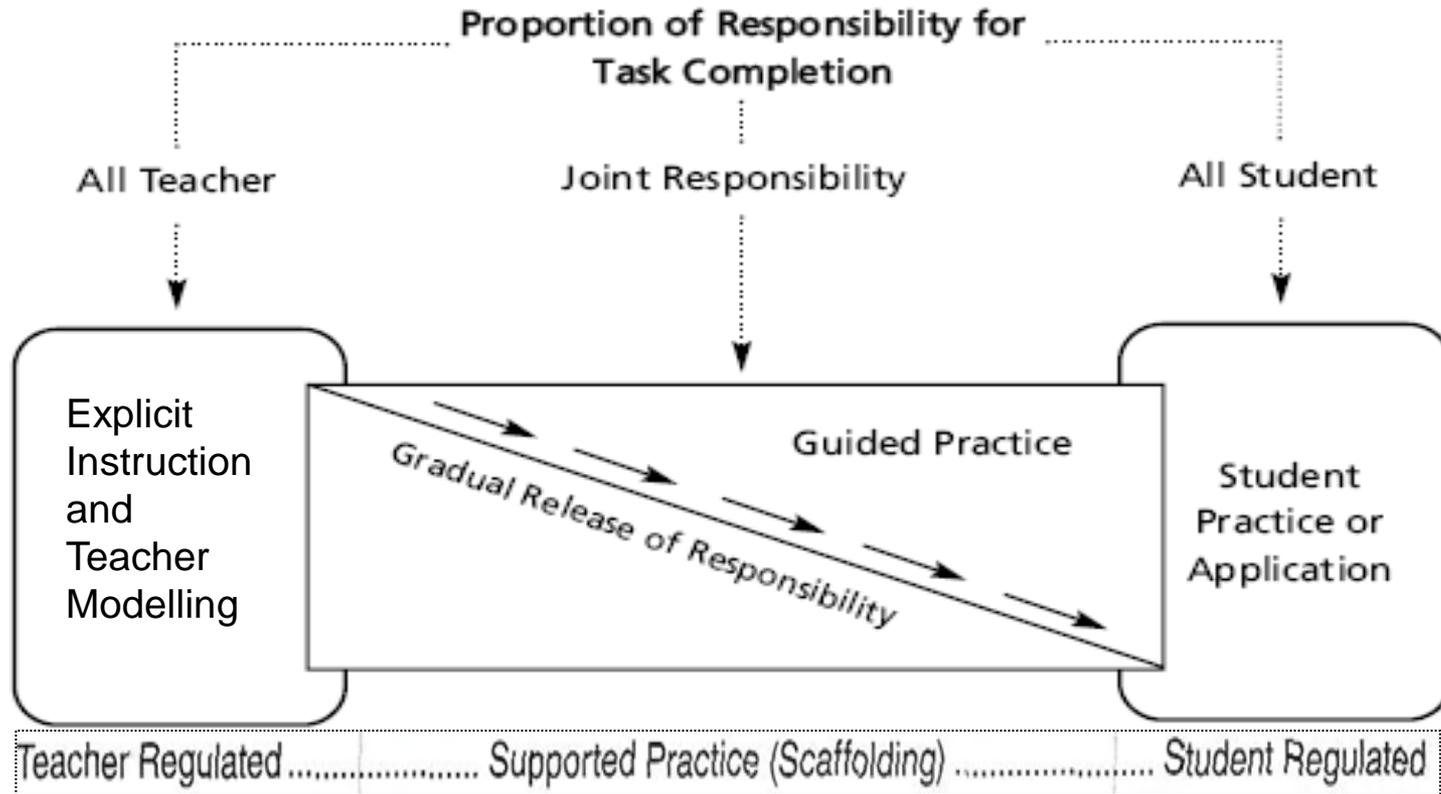
Too Good to be True

*'When it rains, it pours,' Tom thought. **When things are too good to be true, it's probably not.***

*Gingerly clicking the mouse, Tom checked the news expectantly. The No. 8 typhoon signal was triumphantly hoisted. 'Hooray!' **Tom was overjoyed and jumped in his room. It was too good to be true.***

In his opinion, nothing could be worse than having to take a quiz that he would fail for sure.

Encouraging Students to be Creative and Independent Writers



Fine-tuning the Existing Writing Programme to Foster Creative Thinking

- ✓ More time for **pre-writing** instruction, **post-writing reinforcement activities**, and lesson preparation
- ✓ Assign timed & non-timed writing
- ✓ Ask for more than one draft
- ✓ A more focused approach to error feedback
- ✓ **Specific feedback on different aspects of writing**, e.g. content, language, organisation, text type features
- ✓ Innovative feedback approaches with the help of **creative thinking tools**
- ✓ More active **student involvement**, e.g. self-evaluation, peer evaluation, setting goals, writing reflections, conferencing with teacher
- ✓ A closer alignment between writing assessment and teaching, e.g. **use rubrics as a tool** to inform assessment and teaching
- ✓ A portfolio approach to **observe progress and development over time**

Using the LPF to Enhance Learning and Teaching

😊 To provide reference for understanding students' learning progress

😊 To plan and review

😊 To help students progress along the learning continuum

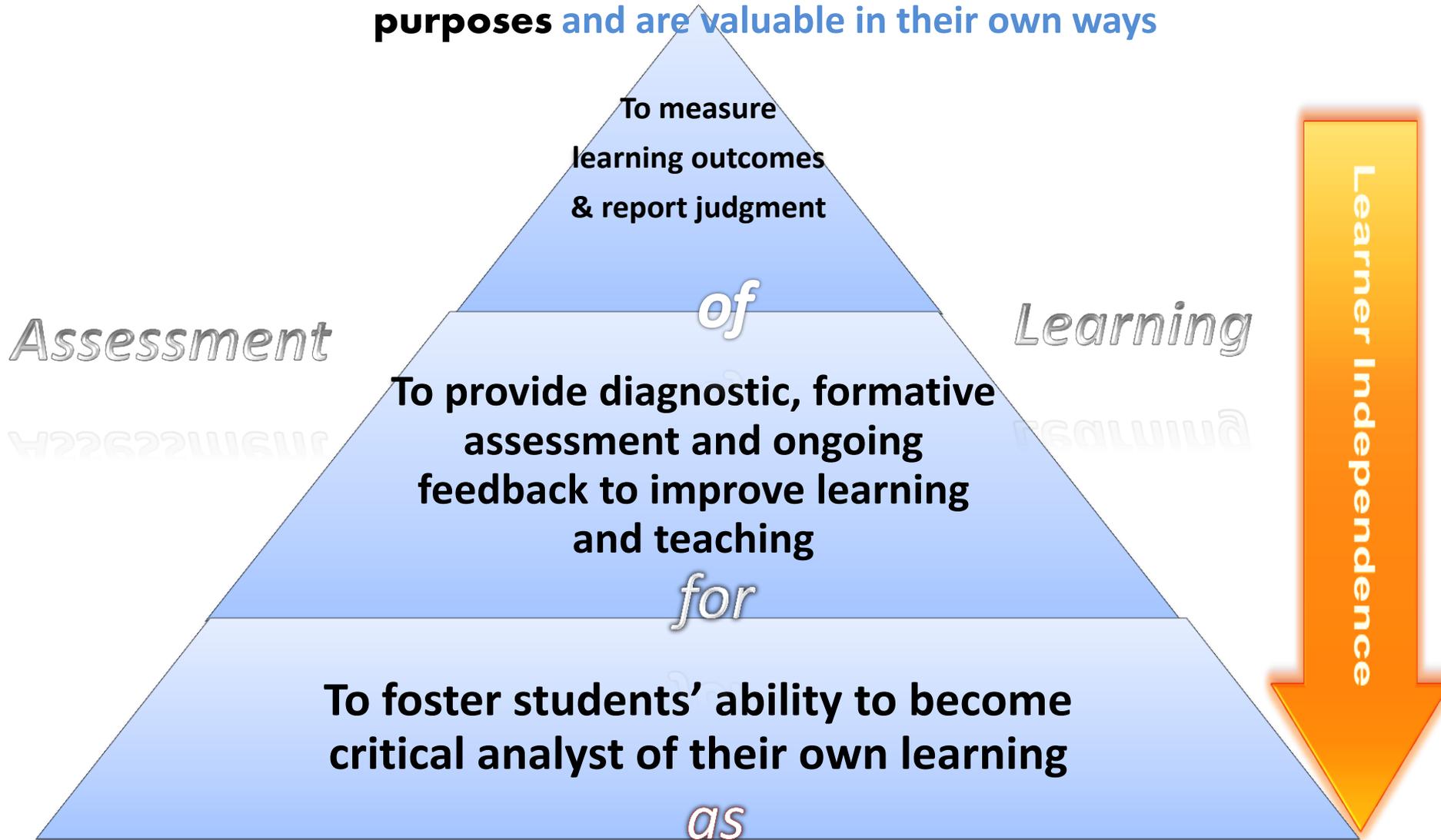
☹ To provide a checklist of dos and don'ts in each and every lesson

☹ To record only

☹ To set benchmarks

Recap of Today's Message

Assessment of, for and as learning serve different **purposes** and are **valuable** in their own ways



Adapted from Earl, L.M. (2003) *Assessment as Learning: Using Classroom Assessment to Maximise Student Learning*. Thousand Oaks, Ca, Corwin Press.

Recap of Today's Message

Using the LPF for the Writing Skills to Plan Holistically for Effective Learning, Teaching and Assessment

- Understanding what students need to achieve as they progress in English language learning

- Identifying students' strengths and areas for improvement

- Reviewing expectations of student learning
- Reviewing current teaching practices and content of learning

- Setting appropriate learning objectives
- Devising plans to provide support and challenge to help students achieve the learning outcomes

Reviewing expectations of student learning

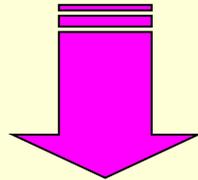
Writing

- ➔ Designing L&T activities / extra practices needed to progress to the next level of learning
- ➔ Setting appropriate assessment criteria
- ➔ Promoting quality feedback

Recap of Today's Message

Designing a School-based Junior Secondary Writing Programme
with reference to the **Learning Progression Framework**

**Understand what learners need to achieve as
they progress in the development of
writing skills**



**Provide suitable support and challenges
that may take learners to the next level
of learning**

References

- Beers, K. (2003) *When Kids Can't Read: What Teachers Can Do*. Heinemann.
- Brookes and Grundy (1998) *Beginning to Write*
- Buzan, T. & Buzan, B. (1994). *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. London: E.P. Dutton.
- Earl, L.M. (2003) *Assessment as Learning: Using Classroom Assessment to Maximise Student Learning*. Thousand Oaks, Ca, Corwin Press.
- Earl, L.M. and Katz, S. (ed.) (2006) *Leading Schools in a Data-Rich World: Harnessing Data for School Improvement*. Corwin Press.
- Education and Manpower Bureau. (2004) *CDC English Language Curriculum Guide (Primary 1-6)*. Hong Kong; Curriculum Development Council. P.75.
- Glasson, T (2009) *Improving Student Achievement*
- Nation, I.S.P. (2009) *Teaching ESL/EFL Reading and Writing*
- Ontario. Ministry of Education. (2010). *Growing success: Assessment, Evaluation, and Reporting in Ontario schools*. Toronto: Author. [p.32-36]
- Osborn, A.F. (1953). *Applied Imagination: Principles and Procedures of Creative Thinking*. New York: Scribner.
- Palmer (2011). *How to Teach Writing Across the Curriculum* Routledge P. 31
- *Pearl Weather Report* from <https://www.youtube.com/watch?v=TI1gwqenK5I>
- Raimes, A. (1983) *Techniques in Teaching Writing*

- *Precautionary Measures We Follow Before, During, and After a Typhoon* from <http://infiniteknowledge.expertscolumn.com/article/precautionary-measures-we-follow-during-and-after-typhoon>
- Rohrbach, B. (1969). *Creative by rules –Method 635, A New Technique for Solving Problems*, *Absatzwirtschaft*, Vol 12, pages 73-75.
- Saskatoon Public Schools. (n.d.). Instructional Strategies online – RAFT. Retrieved November 23, 2011, from <http://olc.sosd.sk.ca/de/pd/instr/strats/raft/>
- Straker, D. (n.d.). SCAMPER. Retrieved November 23, 2011, from <http://creatingminds.org/tools/scamper.htm>
- HKEAA Territory-wide System Assessment Report, 2013 & 2014 (Secondary 3, English Language, Writing 9EW1)
- *Typhoon Usagi brings havoc to Hong Kong and southern China* from <https://www.youtube.com/watch?v=SKW99zTj1tE>
- Wilhelm, J., Baker, T. & Dube, J. (2001). *Strategic Reading*. Portsmouth, NH: Heinemann.
- The Study On Correlation Between Vocabulary Mastery And Writing Achievement Of The First Grade Students Of Smk Nu Banjarmasin School Year 2012 / 2013
- Correlational study on the Students' Intelligence, Vocabulary mastery, and Writing Ability of the ninth grade Students of SLTP N 2 Mojolaban in Academic Year 2007/2008
- Dr Cheri CHAN, Materials developed for the Empowerment Workshop 2015
- Dr Icy LEE, Materials developed for the Empowerment Workshop 2015